

Syllabus

HIS 400-01 Professional Engagement Senior Seminar

J. Duane Bolin

Fall, 2014

Office: Faculty Hall 6B-17

Office Phone: 809-6578

Office Hours: MW 9:30-11:00

W 2:30-3:30

T 11:00-2:00

TH 11:00-12:00

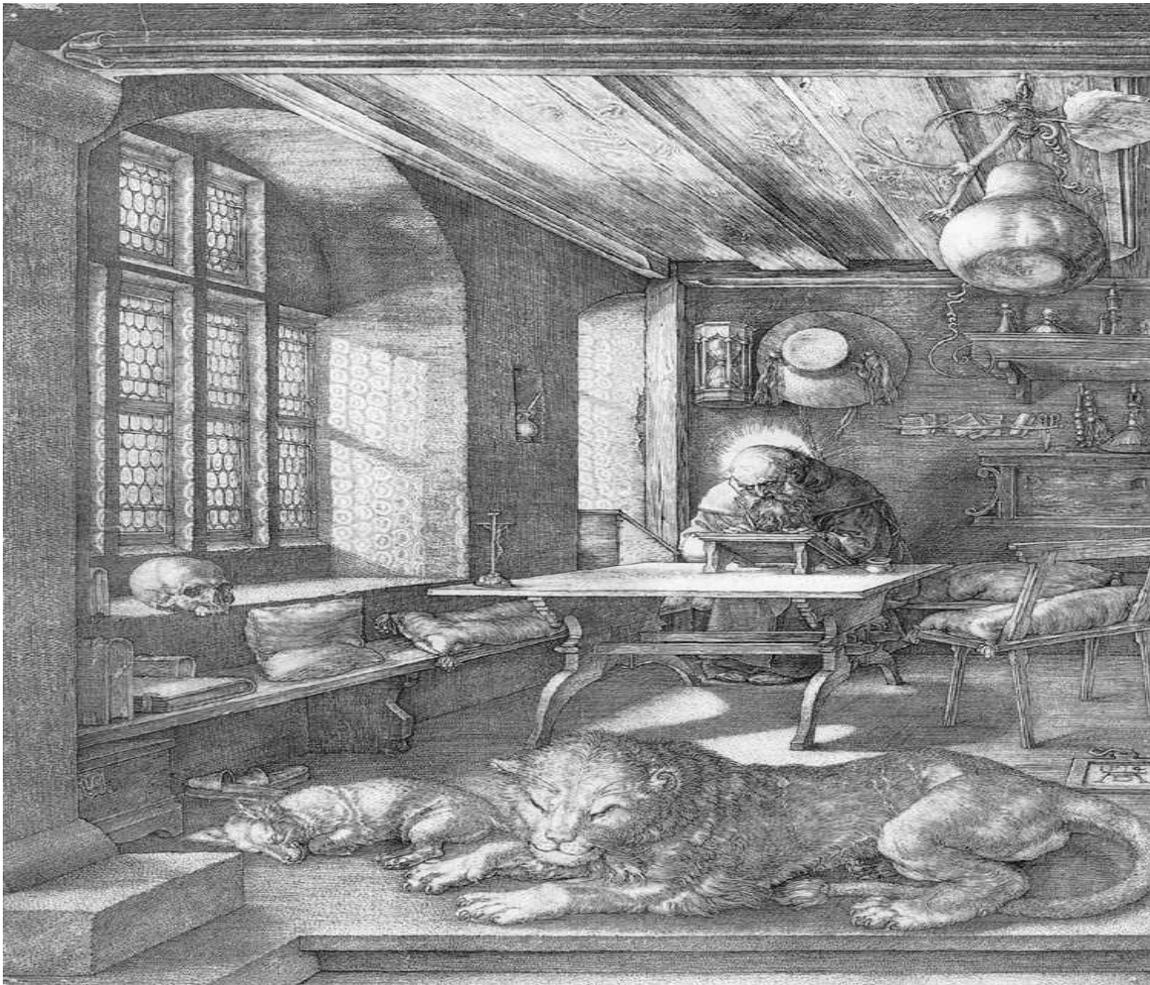
Class Time and Place:

MW 3:30-4:45 p.m.

Faculty Hall 306

E-Mail Address:

jbolin@murraystate.edu



"Of all the disciplines, history--the study of the folly and achievements of man--is best calculated to foster the critical sense of what is permanent and meaningful amid the mass of superficial and transient questions which make up the day-to-day clamor It fulfills a deep human need for understanding, and the satisfaction it provides requires no further justification." John F. Kennedy, 1963

I. Course Title: Professional Engagement Senior Seminar

II. Course Number: HIS 400

III. Prerequisite(s): HIS 300

IV. Credit Hours: 3 Hours

V. Catalog Description: An applied learning capstone course for history majors based on research, writing, oral forum presentation and evaluation of a senior research project, in which the student will work at least twenty-five hours on an approved project utilizing skills related to the study of history. Required for all history majors. Prerequisites: HIS 300 and senior standing or permission of the instructor or department chair.

VI. Purpose: This course is required for all History majors. As the capstone course in the history program at Murray State University, this course provides opportunities for history majors to polish skills (in oral and written communication) required in the profession. This is not a lecture course. Taught in a seminar setting and with ample opportunity for group discussion and individual consultation, the course is designed to aid students in the transition to life beyond undergraduate education. In this course, students discuss and practice the art of “doing History.”

VII. Required Textbooks:

Richard Marius and Melvin E. Page, *A Short Guide to Writing About History*, 8th edition (New York: Longman, 2010)

Constance Schulz, et. al., *Careers for Students of History* (American Historical Association); find at <http://www.historians.org/pubs/careers/index.htm>

VIII. Course Objectives:

Students will be able to:

- 1. prepare their undergraduate masterpiece, the senior paper.**
- 2. improve written and oral communication skills (oral skills will be presented in a public forum)**
- 3. explore career opportunities for history majors and assess personal skills, abilities and goals.**
- 4. prepare a resume.**

5. assess and enhance analytical and evaluative skills inherent in the study of history.
6. evaluate the history major at Murray State University and offer suggestions for improvement.

IX. Grading Procedures:

Final course grades will be determined by each student's performance on the following examinations and assignments:

Resume	25 points
Senior Paper Prospectus	25 points
Senior Paper First Draft	200 points
Senior Paper Oral Presentation	50 points
Senior Paper Critique	50 points
Class/Consultation Participation	50 points
Senior Paper Final Draft	<u>100 points</u>

Total possible points	500 points
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GRADING SCALE

- A = 450-500
- B = 400-449
- C = 350-399
- D = 300-349
- E = below 300

X. Assignment Descriptions:

1. Resume (25 points):

A Resume (1-2 pages) will be due on Monday, 22 September 2014.

2. Senior Paper Prospectus (25 points):

A Senior Paper Prospectus (2 pages, typed, double-spaced) will briefly outline the proposed Senior Paper and will include a bibliography of the most significant sources to be used. The Senior Paper Prospectus will be due on Monday, 29 September 2014.

3. Senior Paper First Draft (200 points):

A Senior Paper (12-15 pages) is the most important component of this course. Guidelines for the Senior Paper will be discussed and clarified. A first draft of the Senior Paper will be due on Wednesday, 12 November 2014. Students must provide two copies of the draft, one for the professor and one for a student who will offer a critique of the paper.

4. Senior Paper Oral Presentation in Public Forum (50 points):

Each student will make a fifteen minute Senior Paper Oral Presentation. Each student will identify the paper's thesis, major arguments, use of sources, and conclusions. Each student will then respond to an individual critique of the paper and to questions and comments from the class as a whole. The Senior Paper Oral Presentation will follow the format of paper presentations at historical organization professional meetings. Senior Paper Oral Presentations will be scheduled for November 17, 19, 24, December 1, and 3, 2014.

5. Senior Paper Critique (50 points):

Each student will be required to formally critique another student's Senior Paper First Draft. This oral and written Senior Paper Critique will include an evaluation of the paper's content, style, and use of sources. The Senior Paper Critique must be thorough, analytical, and fair. The Senior Paper Critique will be due on the date of the presenting student's Senior Paper Oral Presentation at Public Forum.

6. Class/Consultation Participation (50 points):

Each student is required to participate fully in class session discussions and in individual consultations and group consultation/coffees with the professor. Evaluation of Class/Consultation Participation will include attendance, discussion, and the student's determination to maintain a positive seminar learning environment.

7. Senior Paper Final Draft (100 points):

The final drafts of the Senior Paper will be due on or before Monday, 8 December 2014 at 3:30 p.m.

XI. Academic Honesty Policy:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own

efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).**
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.**
- 3) Lowering the grade or failing the student(s) in the course.**

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

<http://www.murraystate.edu/HeaderMenu/Administration/Provost/AcademicCouncil>

XII. Attendance Policy:

Class attendance is required. Attendance at appointed individual consultation sessions is required. Roll will be taken. Attendance will figure into the Class/Consultation Participation portion of the grade, and attendance will also influence borderline grading decisions. Chronic absenteeism will definitely affect the student's final grade, and **students with 6 or more unexcused absences will fail the course.**

XIII. Non-Discrimination Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

XIV. Expectations:

This course will follow a seminar/discussion format (No Lecture!). Students will hear presentations and engage in discussion about potential careers for history majors. Students will discuss and practice the transferable skills acquired through the study of History, skills necessary for a practicing historian. To enhance written and oral communication skills, each student will research, write, and present a Senior Paper. Finally, as part of the Department of History's ongoing assessment of its programs, each student will be asked to complete a comprehensive departmental examination, a written evaluative survey, and an exit interview with the instructor.

HIS 400-01
James Duane Bolin

Faculty Hall 306
MW 3:30-4:45

<u>Date</u>	<u>Class Topic</u>
August 20	So, You've Made It This Far?
25	History in a Bag
27	Paper Topic Discussions
September 1	<u>No Class!!! (Labor Day)</u>
3	Work, Vocation, and Calling
8	"Mr. Bolin, What is History?"
10	Resume Writing Workshop (Career Services) (Katie Mantooth)
15	<i>Careers for Students of History</i> (Class Presentations)
17	<i>Careers for Students of History</i> (Class Presentations)
22	Chapter 1, "Writing and History" (Marius and Page, pp. 1-29) <u>Resumes Due!</u>
24	Chapter 2, "Thinking About History" (Marius and Page, pp. 29-53)
29	Chapter 3, "Gathering Information" (Marius and Page, pp. 54-87) <u>Senior Paper Prospectus Due!</u>
October 1	Chapter 4, "Notes and Drafts" (Marius and Page, pp. 88-113)

<u>Date</u>		<u>Class Topic</u>
October	6	Chapter 5, "Voice and Style" (Marius and Page, pp. 114-143)
	8	Chapter 6, "Documenting Sources" (Marius and Page, pp. 144-163)
	13	<u>No Class (Individual Consultations)</u>
	15	<u>No Class (Individual Consultations)</u>
	20	<u>No Class (Individual Consultations)</u>
	22	<u>No Class (Individual Consultations)</u>
	27	<u>No Class (Individual Consultations)</u>
	29	<u>No Class (Individual Consultations)</u>
November	3	<u>No Class (Individual Consultations)</u>
	5	<u>No Class (Individual Consultations)</u>
	10	<u>No Class (Individual Consultations)</u>
	12	<u>Back to Class!!!</u> <u>(Senior Paper First Drafts Due!!! Two Copies!!!)</u>
	17	Senior Paper Oral Presentations and Critiques
	19	Senior Paper Oral Presentations and Critiques
	24	Senior Paper Oral Presentations and Critiques
	26	<u>No Class!!! Thanksgiving Holiday!!!</u>
December	1	Senior Paper Oral Presentations and Critiques
	3	Senior Paper Oral Presentations and Critiques
	8	Monday, 3:30 p.m. <u>(Senior Paper Final Drafts Due!!!)</u>

The Racer Writing Center will be available to you throughout the semester!!!

Location: Main Floor, Waterfield Library

Phone: 809.2267

Fall Hours: Monday – Thursday 10 am - 5 pm; 7pm - 10 pm

Sunday - 7 pm - 9 pm

The Racer Writing Center helps students, faculty, and staff from all disciplines become more effective, more successful writers. We believe that learning to write well is a rewarding, but complicated process and that all writers—no matter how competent—can improve. We therefore believe that all writers benefit from sharing work in progress with knowledgeable, attentive readers. Our methods—multi-faceted, flexible, and above all, collaborative—reflect our dedication to the individual writer, whose talents, voice, and academic and professional goals are central to all our endeavors.

To fulfill this mission, the Racer Writing Center offers:

- **trained, supportive consultants from a variety of areas of study who work one-on-one with students at all levels and in all disciplines at every stage of the writing process**
- **an online space providing instructional materials**
- **short-term, non-credit workshops about academic writing**
- **a non-credit certificate program in writing to those students who attend the requisite number of writing workshops**
- **reference materials about academic writing, for use by students, faculty, and staff**
- **a Writer's Hotline (telephone and email) to address simple grammatical and mechanical issues**
- **contact information for professional editors and tutors**